





**Grade 2: Weeks 19-24 January 14- February 22
2012-2013**

Standards		Lessons	Teacher Notes
Learning Targets for each Standard reflect the benchmark that students must learn during that grading period.			
2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. Learning Target: I can use addition and subtraction strategies to solve two-step word problems within 100.		To address the KCAS Standards, the following should be included in instruction: Math Investigations Unit 8 Sessions: <ul style="list-style-type: none"> • 1.1-1.4 • 2.1-2.2 • 3.1-3.5 • 4.1-4.5 • 5A.1-5A.5 	
2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g. by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. Learning Target: I know that all even numbers can be formed from the addition of two equal addends.		Classroom Routines <ul style="list-style-type: none"> ✓ Today's Number ✓ Quick Images ✓ How Many Pockets ✓ What Time is It? GAP LESSONS 2.OA.1 Solving word Problems with Thinking Blocks	
2. NBT.2 Count within 1000; skip-count by 5's, 10's, and 100's. Learning Target: I can skip count by 5's, 10's, and 100's up to 1000.		2.NBT.4 Ordering Cards Comparing Numbers 2.MD.8 Coin Box	KCAS Note: 2.NBT.2 To fully meet this standard, make sure students are working with numbers up to 1000.
2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. Learning Target: I can read and write numbers to 1000 using numerals, number names, and expanded form.			KCAS Note: 2.NBT.3 To fully meet this standard, make sure students are working with numbers up to 1000.

<p>2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose and decompose tens and hundreds.</p> <p>Learning Target: I can add and subtract within 1000 using concrete models or drawings and strategies based on place value, properties of operations and/or the relationship between addition and subtraction.</p>		<p>Vocabulary Hundreds, tens, ones, story problem, 100 chart, nickel, penny, dime, dollar, cents, array, multiple, skip counting</p> <p>http://www.amathsdictionaryforkids.com</p>	<p>KCAS Note: 2.NBT.7 To fully meet this standard, make sure students are working with numbers up to 1000.</p>																
<p>2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole/number sums and differences within 100 on a number line diagram period.</p> <p>Learning Target: I can add and subtract within 100 using a number line.</p>	@	<table><tr><th colspan="2">Formative Assessments Opportunities</th></tr><tr><td>2.OA.1</td><td></td></tr><tr><td>2.OA.3</td><td></td></tr><tr><td>2.NBT.2</td><td></td></tr><tr><td>2.NBT.3</td><td></td></tr><tr><td>2.NBT.7</td><td></td></tr><tr><td>2.MD.6</td><td></td></tr><tr><td>2.MD.8</td><td></td></tr></table>	Formative Assessments Opportunities		2.OA.1		2.OA.3		2.NBT.2		2.NBT.3		2.NBT.7		2.MD.6		2.MD.8		
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<p>2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p> <p>Learning Target: I can solve word problems involving dollars, quarters, nickels, dimes, and pennies using symbols correctly.</p>	▶																		